

**LEVEL**

**SPECIFICATION TITLE**

**Unit B541: Approaches in Psychology 1**

**Specimen Paper**

**F**

**J611**

Time: 1 hour 15 minutes

Candidates answer on the question paper.

**Additional materials:**

Candidate  
Forename

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Candidate  
Surname

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Centre  
Number

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Candidate  
Number

--	--	--	--	--	--

**INSTRUCTIONS TO CANDIDATES**

- Write your name in capital letters, your Centre Number and Candidate Number in the boxes above.
- Use black ink. Pencil may be used for graphs and diagrams only.
- Read each answer carefully and make sure you know what you have to do before starting your answer.
- Answer **all** the questions.
- Do not write in the bar codes.
- Do not write outside the box bordering each page.
- Write your answer to each question in the space provided.

**INFORMATION FOR CANDIDATES**

- The number of marks for each question is given in brackets [ ] at the end of each question or part question.
- The total number of marks for this paper is 80.

**FOR EXAMINER'S USE**

1	
2	
<b>TOTAL</b>	

This document consists of **10** printed pages.

Answer **all** questions.

## SECTION A – BIOLOGICAL PSYCHOLOGY

### Sex & Gender

#### The Case of James

James is a 7 year old boy who behaves in both masculine and feminine ways. For example, he enjoys play fighting but also likes to play with his cousin's dolls. His parents are concerned about this, and so will only buy him boys' toys for his birthday.

1 Using the stimulus;

(a) State why James' gender is androgynous.

..... [1]

(b) Give an example of James' feminine behaviour.

..... [1]

(c) Give an example of James' masculine behaviour.

..... [1]

2 Complete the following table to show the role of biological factors in gender role development. [4]

	MALE	FEMALE
CHROMOSOMES	XY	
GONADS		
	Testosterone	Oestrogen

3 Outline **two** criticisms of the biological theory of gender development.

(1)

(2)

..... [4]

4 Explain the difference between the Oedipus and Electra complex in gender development.

..... [4]

**Section A Total [15]**

## SECTION B – DEVELOPMENTAL PSYCHOLOGY

**Attachment**

- 5 From the options below, identify which situation is associated with a 'secure attachment'.

Tick **one** of the above boxes to show your answer.

[1]

An attachment where children show little bonding. ☐

An attachment where children prefer to be with their carers but feel safe with others. ☐

An attachment where children show extreme distress at being parted from their carers. ☐

- 6 Outline **one** way in which the care of children has been influenced by research into attachment.

.....

.....

.....

[2]

- 7 Bowlby's theory is one explanation of attachment.

The passage below is, on Bowlby's theory. Complete it by filling in the gaps.

You must choose a different word for each gap from the list below.

monotropy      instinct      deprivation      reinforcement      critical

*"Bowlby believed babies are born with the \_\_\_\_\_ to form attachments. They do this with one primary caregiver which is known as \_\_\_\_\_. Attachments have to happen in a \_\_\_\_\_ period. If a child loses their attachment they will suffer from maternal \_\_\_\_\_."*

[4]

8

- (a) Describe Hazen & Shaver's (1987) study into attachment types.

.....

.....

.....

.....

[4]

(b) Outline **two** methodological limitations of the above study into attachment types.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

\_\_\_\_\_ [4]

**Section B Total [15]**

Specimen

## SECTION C – COGNITIVE PSYCHOLOGY

### Memory

#### Questions for the Teacher

Ross: Sir, did you say that information gets displaced from short-term memory if it is overloaded.

Psychology Teacher: Yes – that's right.

Ross: And did you say that information decays quickly in short-term memory as well.

Psychology Teacher: Yes – if you don't have chance to rehearse it.

Ross: Sir – then why do you dictate so much so quickly?

9 Using the stimulus;

(a) Identify the **two** features of short-term memory that Ross and his teacher were discussing.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

[2]

(b) Give the **two** reasons for forgetting that Ross refers to.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

[2]

10 There are a number of processes involved in memory.

Look at the following diagram.

Draw a line between two boxes to match the process to its definition.

[2]

PROCESS

DEFINITION

Attention

Repeating data over and over again.

Representing data in a different format.

Rehearsal

Consciously selecting data for storage.

11

- (a) Describe the findings of Terry's (1995) study into memory.

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[3]

- (b) Terry used a laboratory experiment to conduct his study. Outline **one** problem of using an experiment to study memory.

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[2]

- 12 Explain **one** application of research into memory.

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[4]

**Section C Total [15]**

## SECTION D – INDIVIDUAL DIFFERENCES

### *Atypical Behaviour*

13 Outline the difference between typical and atypical behaviour.

.....  
 ..... [2]

14 Outline how evolutionary theory can be used to explain a fear of the dark.

.....  
 .....  
 ..... [3]

15 Diagnosing Phobias

Esther is a 34 year old woman who has an extreme fear of leaving her home. She blames it on her over-anxious mother and the way that she was brought up. She says it started when she was younger and developed a fear of going to school.

Using the stimulus;

(a) Name the type of phobia Esther is suffering from now.

..... [1]

(b) Name the type of phobia Esther suffered from as a child.

..... [1]

16 Watson & Rayner (1920) conducted a study where they induced a phobia in a young child.

From the options below, identify **two** methodological limitations associated with the study. [2]

Tick **two** of the above boxes to show your answers.

It is difficult to generalise from the findings.

☐

It is unethical to cause unnecessary distress.

☐

The findings are out of date.

☐

The child may have lied about his phobia.

☐

17 Describe the behaviourist theory of phobias.

.....  
 .....  
 .....  
 .....  
 ..... [6]

**Section D Total [15]**

## SECTION E – SOCIAL PSYCHOLOGY

### ***Obedience***

**18** Give the name of the type of personality that is more likely to obey.

[1]

**19** Give **two** methodological limitations of Bickman's (1974) study into obedience.

(1) \_\_\_\_\_

(2) \_\_\_\_\_

[2]

**20** To Obey or Not Obey

A psychologist carried out a study into obedience. She arranged for her assistant to pose as a warden in a park. When the assistant saw any members of the public dropping litter, he would approach them and tell them to put it in the bin. 82% of the people observed followed the assistant's instructions.

Look at the table below.

In each example, decide whether the change in the study would increase or decrease the original level of obedience.

Show your answer by putting a tick in the appropriate column.

[3]

CHANGE IN STUDY	INCREASE IN OBEDIENCE	DECREASE IN OBEDIENCE
The assistant poses as a passer by rather than a park warden.		
The warden threatens to fine the member of the public if they do not follow the instruction.		
The study takes place in a run down shopping centre rather than a park.		

**21** Describe **at least one** application of research into obedience.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

[4]

**22** Describe and evaluate situational factors as an explanation of obedience.

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[10]

**Section E Total [20]**

**Paper Total [80]**

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The maximum mark for this paper is 80.

SPECIMEN

Section A - BIOLOGICAL PSYCHOLOGY														
Question Number	Answer	Max Mark												
1	<p><b>Sex &amp; Gender</b> <b>The Case of James</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>James is a 7 year old boy who behaves in both masculine and feminine ways. For example, he enjoys play fighting but also likes to play with his cousin's dolls. His parents are concerned about this, and so will only buy him boys' toys for his birthday.</p> </div> <p>Using the stimulus; State why James' gender is androgynous.</p> <p><b>1(a)</b> 1 x AO2 mark for "Because he behaves in both masculine and feminine ways" or similar response. <span style="float: right;">[1]</span></p> <p><b>1(b)</b> Give an example of James' feminine behaviour. 1 x AO2 mark for "He likes to play with dolls" or similar <span style="float: right;">[1]</span></p> <p><b>1(c)</b> Give an example of James' masculine behaviour. 1 x AO2 mark for "He enjoys (play) fighting" or similar <span style="float: right;">[1]</span></p>													
2	<p><b>Complete the following table to show the role of biological factors in gender role development.</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td></td><td>MALE</td><td>FEMALE</td></tr> <tr> <td>CHROMOSOMES</td><td>XY</td><td><b>XX</b></td></tr> <tr> <td>GONADS</td><td><b>Testes</b></td><td><b>Ovaries</b></td></tr> <tr> <td><b>Hormones</b></td><td>Testosterone</td><td>Oestrogen</td></tr> </table> <p>1x AO1 mark for each correctly placed response as shown above. <span style="float: right;">[4]</span></p>		MALE	FEMALE	CHROMOSOMES	XY	<b>XX</b>	GONADS	<b>Testes</b>	<b>Ovaries</b>	<b>Hormones</b>	Testosterone	Oestrogen	
	MALE	FEMALE												
CHROMOSOMES	XY	<b>XX</b>												
GONADS	<b>Testes</b>	<b>Ovaries</b>												
<b>Hormones</b>	Testosterone	Oestrogen												
3	<p><b>Outline <u>two</u> criticisms of the biological theory of gender development.</b></p> <p>2 x AO2, 2 x AO2 For each criticism; 1 mark for a brief or basic response e.g. "it ignores the influence of upbringing" 2 marks for a more detailed or developed response e.g. "gender roles are not universal (1) as they would be if they were part of human nature (1)" <span style="float: right;">[4]</span></p>													

Section A - BIOLOGICAL PSYCHOLOGY		
Question Number	Answer	Max Mark
4	<p><b>Explain the difference between the Oedipus and Electra complex in gender development.</b></p> <p>1 x AO1 mark for identifying a feature of the Oedipus complex  1 x AO1 mark for identifying a feature of the Electra complex  Plus up to 2 x AO2 marks for drawing a separate distinction between the two concepts. 1 mark for a basic or one-sided distinction or 2 marks for an elaborated or detailed distinction.</p>	[4]
<b>Section A Total</b>		<b>[15]</b>

Section B - DEVELOPMENTAL PSYCHOLOGY		
Question Number	Answer	Max Mark
5	<p><b>Attachment</b></p> <p>From the options below, identify which situation is associated with a 'secure attachment'.</p> <p>An attachment where children show little bonding. <input type="checkbox"/></p> <p>An attachment where children prefer to be with their carers but feel safe with others. <input checked="" type="checkbox"/></p> <p>An attachment where children show extreme distress at being parted from their carers. <input type="checkbox"/></p> <p>1 x AO1 mark if (only) 2<sup>nd</sup> statement ticked.</p>	[1]
6	<p><b>Outline one way in which the care of children has been influenced by research into attachment.</b></p> <p>1 x AO2 for a brief or basic response e.g. "parents can stay overnight in hospitals with children"</p> <p>2 x AO2 marks for a more developed response e.g. "parenting classes teach parents about the importance of quality of care (1) over quantity of care (1)"</p>	[2]
7	<p><b>Bowlby's theory is one explanation of attachment.</b></p> <p><b>Complete the passage below, on Bowlby's theory, by filling in the gaps.</b></p> <p><b>You must choose a different word for each gap from the list below.</b></p> <p>monotropy instinct deprivation reinforcement critical</p> <p><b>"Bowlby believed babies are born with the <u>instinct</u> to form attachments. They do this with one primary caregiver which is known as <u>monotropy</u>. Attachments have to happen in a <u>critical</u> period. If a child loses their attachment they will suffer from maternal <u>deprivation</u>."</b></p> <p>1 x AO1 mark for each correctly placed answer as shown above.</p>	[4]
8(a)	<p><b>Describe Hazen &amp; Shaver's (1987) study into attachment.</b></p> <p>1 x AO1 mark for each accurate feature of the study described e.g. aim, method used, details of sample, controls, findings.</p> <p>For full marks, description should be coherent.</p> <p>Only award full marks if both methodology and findings are covered.</p>	[4]

Section B - DEVELOPMENTAL PSYCHOLOGY		
Question Number	Answer	Max Mark
8(b)	<p><b>Outline two methodological limitations of the above study into attachment types.</b></p> <p>2 x AO3    2 x AO3</p> <p>For each limitation outlined;</p> <p>1 mark for a brief or basic response e.g. “people can lie in surveys”, “people may forget what happened in childhood”</p> <p>2 marks for a more developed or detailed response e.g. “the sample selected themselves (1) so may not be representative”, “the results are only reliable (1) if participants have good insight into their relationships (1)”</p>	[4]
Section B Total		[15]

Section C - COGNITIVE PSYCHOLOGY		
Question Number	Answer	Max Mark
9	<p><b>Memory</b></p> <p><b>Questions for the Teacher</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Ross: Sir, did you say that information gets displaced from short-term memory if it is overloaded.</p> <p>Psychology Teacher: Yes – that's right.</p> <p>Ross: And did you say that information decays quickly in short-term memory as well.</p> <p>Psychology Teacher: Yes – if you don't have chance to rehearse it.</p> <p>Ross: Sir – then why do you dictate so much so quickly?</p> </div>	
9 (a)	<p><b>Using the stimulus;</b></p> <p><b>Identify the two features of short-term memory that Ross and his teacher were discussing.</b></p> <p>1 x AO2 mark for capacity or similar response.</p> <p>1 x AO2 mark for duration or similar response.</p>	[2]
9 (b)	<p><b>Give the two reasons for forgetting that Ross refers to.</b></p> <p>1 x AO2 mark for displacement.</p> <p>1 x AO2 mark for decay.</p>	[2]
10	<p><b>There are a number of processes involved in memory.</b></p> <p><b>Look at the following diagram.</b></p> <p><b>Draw a line between two boxes to match the process to its definition.</b></p> <div style="display: flex; justify-content: space-around; margin-top: 10px;"> <div style="text-align: center;"> <p>PROCESS</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Attention</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Rehearsal</div> </div> <div style="text-align: center;"> <p>DEFINITION</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Repeating data over and over again.</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Representing data in a different format.</div> <div style="border: 1px solid black; padding: 5px; margin: 5px;">Consciously selecting data for storage.</div> </div> </div> <p>1 x AO1 mark for each correct match as shown above.</p>	[2]

Section C - COGNITIVE PSYCHOLOGY		
Question Number	Answer	Max Mark
11 (a)	<p><b>Describe the findings of Terry's (1995) study into memory.</b></p> <p>1 x AO1 mark for a brief or basic response e.g. "he found the primacy/recency effect"</p> <p>2 x AO1 marks for a more developed response e.g. "participants remembered more TV commercials at the beginning (1) and end of a list (1)"</p> <p>3 x AO1 marks for a developed and detailed response e.g. "Murdoch found that the serial position of an item in a list affected recall (1) with items at the beginning and end of a list being recalled more (1) because they were stored in LTM and STM respectively (1)"</p>	[3]
11 (b)	<p><b>Terry used a laboratory experiment to conduct his study.</b></p> <p><b>Outline one problem of using an experiment to study memory.</b></p> <p>1 x AO3 mark for a brief or basic response e.g. "lacks ecological validity"</p> <p>2 x AO3 marks for a more developed or detailed response e.g. "memory was tested under artificial conditions (1) which means findings may not apply to the real world (1)"</p>	[2]
12	<p><b>Explain one application of research into memory.</b></p> <p>1 x AO2 mark for identifying an application e.g. memory aid, advertising</p> <p>Further AO2 marks for a description of the application in terms of detail, examples, explanations.</p> <p>If more than one application offered, then credit highest scoring one.</p>	[4]
Section C Total		[15]

Section D - INDIVIDUAL DIFFERENCES		
Question Number	Answer	Max Mark
13	<p><b>Atypical Behaviour</b></p> <p><b>Outline the difference between typical and atypical behaviour.</b></p> <p>1 x AO1 mark for a statement about typical behaviour e.g. "it is something which is normal"</p> <p>1 x AO1 mark for a statement about atypical behaviour e.g. "only a small number of people behave like this"</p>	[2]
14	<p><b>Outline how evolutionary theory can be used to explain a fear of the dark.</b></p> <p>1 x AO1 2 x AO2</p> <p>1 mark for a brief response e.g. "people instinctively fear the dark"</p> <p>2 marks for a more developed response e.g. "fear of the dark aids survival (1) because people are more likely to have an accident when they cannot see what they are doing (1)"</p> <p>3 marks for a detailed and developed response e.g. "We have evolved to show a preparedness (1) to fear objects and situations which threaten our survival (1) such as the dark, as we are more open to attack (1)"</p> <p>For full marks, there must be some reference to an evolutionary concept e.g. preparedness, instinct, heritability, adaption (to environment), survival.</p>	[3]
15	<p><b>Diagnosing Phobias</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Esther is a 34 year old woman who has an extreme fear of leaving her home. She blames it on her over-anxious mother and the way that she was brought up. She says it started when she was younger and developed a fear of going to school.</p> </div>	
15(a)	<p><b>Using the stimulus;</b></p> <p><b>Name the type of phobia Esther is suffering from now.</b></p> <p>1 x AO2 mark for agoraphobia</p>	[1]
15(b)	<p><b>Name the type of phobia Esther suffered from as a child.</b></p> <p>1 x AO2 mark for school phobia</p>	[1]

Section D - INDIVIDUAL DIFFERENCES		
Question Number	Answer	Max Mark
16	<p><b>Watson &amp; Rayner (1920) conducted a study where they induced a phobia in a young child.</b></p> <p><b>From the options below, identify two methodological limitations associated with the study.</b></p> <p><b>It is difficult to generalise from the findings.</b> <input checked="" type="checkbox"/></p> <p><b>It is unethical to cause unnecessary distress.</b> <input checked="" type="checkbox"/></p> <p><b>The findings are out of date.</b> <input type="checkbox"/></p> <p><b>The child may have lied about his phobia.</b> <input type="checkbox"/></p> <p>1 x AO3 mark for each correctly ticked answer as shown above. No marks if more than two boxes ticked.</p>	[2]
17	<p><b>Describe the behaviourist theory of phobias.</b></p> <p>1 x AO1 mark for each correctly described feature of the behaviourist theory of phobias e.g. classical conditioning, association, unconditioned stimulus, conditioned stimulus, etc</p> <p>Well described features can be credited up to 2 x AO1 marks.</p> <p>Only award 5 to 6 marks if the description is coherent and generally accurate.</p> <p>Limit to 5 marks if no reference to phobias.</p>	[6]
Section D Total		[15]

Section E - SOCIAL PSYCHOLOGY														
Question Number	Answer	Max Mark												
18	<p><b>Obedience</b></p> <p><b>Give the name of the type of personality that is more likely to obey.</b></p> <p>1 x AO1 mark for authoritarian (personality).</p>	[1]												
19	<p><b>Give two methodological limitations of Bickman's (1974) study into obedience.</b></p> <p>1 x AO3 mark for each criticism e.g. cultural bias, out of date, narrow measure of obedience, lack of consent</p>	[2]												
20	<p><b>A psychologist carried out a study into obedience. She arranged for her assistant to pose as a warden in a park. When the assistant saw any members of the public dropping litter, he would approach them and tell them to put it in the bin. 82% of the people observed followed the assistant's instructions.</b></p> <p><b>Look at the table below.</b></p> <p><b>In each example, decide whether the change in the study would increase or decrease the original level of obedience.</b></p> <p><b>Show your answer by putting a tick in the appropriate column.</b></p> <table border="1"> <thead> <tr> <th>CHANGE IN STUDY</th><th>INCREASE IN OBEDIENCE</th><th>DECREASE IN OBEDIENCE</th></tr> </thead> <tbody> <tr> <td>The assistant poses as a passer by rather than a park warden.</td><td></td><td>✓</td></tr> <tr> <td>The warden threatens to fine the member of the public if they do not follow the instruction.</td><td>✓</td><td></td></tr> <tr> <td>The study takes place in a run down shopping centre rather than a park.</td><td></td><td>✓</td></tr> </tbody> </table> <p>1 x AO2 mark for each correctly ticked column as shown above. No mark if more than one tick per row.</p>	CHANGE IN STUDY	INCREASE IN OBEDIENCE	DECREASE IN OBEDIENCE	The assistant poses as a passer by rather than a park warden.		✓	The warden threatens to fine the member of the public if they do not follow the instruction.	✓		The study takes place in a run down shopping centre rather than a park.		✓	[3]
CHANGE IN STUDY	INCREASE IN OBEDIENCE	DECREASE IN OBEDIENCE												
The assistant poses as a passer by rather than a park warden.		✓												
The warden threatens to fine the member of the public if they do not follow the instruction.	✓													
The study takes place in a run down shopping centre rather than a park.		✓												

Section E - SOCIAL PSYCHOLOGY		
Question Number	Answer	Max Mark
21	<p><b>Describe <i>at least one</i> application of research into obedience.</b></p> <p>1x AO2 mark for each application identified (e.g. obedience in schools, armed forces, etc), but one application has to be described in enough detail for at least 2 AO2 marks for full marks to be awarded.</p> <p>Further marks for descriptions of application(s) in terms of detail, examples, explanations.</p>	[4]
22	<p><b>Describe and evaluate situational factors as an explanation of obedience.</b></p> <p>5 x AO1 5 x AO2</p> <p>1 x AO1 mark for each correctly described feature of the situational factors explanation of obedience e.g. any individual is obedient, dependent on situation, setting, authority, consequences, etc</p> <p>Well described features can be credited up to 2 x AO1 marks.</p> <p>N.B. Only award all AO1 marks if the description is coherent and generally accurate.</p> <p>1 x AO2 mark for each valid evaluation point made e.g. ignores disposition, defiance of authority, ecological validity of research evidence, supported by cultural differences, etc</p> <p>Well elaborated evaluation can score up to the full 5 AO2 marks depending on level of detail.</p> <p>N.B. Only award all AO2 marks where discussion is coherent.</p> <p>Where evidence is offered (e.g. Milgram) this can be credited as AO1 or AO2 depending on how it is used in the answer.</p>	[10]
Section E Total		[20]
Paper Total		[80]

## Assessment Objectives Grid (includes QWC)

Question	AO1	AO2	AO3	Total
1(a)		1		1
1(b)		1		1
1(c)		1		1
2	4			4
3	2	2		4
4	2	2		4
5	1			1
6(a)		1		1
6(b)		1		1
7	4			4
8(a)	4			4
8(b)			4	4
9(a)		2		2
9(b)		2		2
10	2			2
11(a)	3			3
11(b)			2	2
12		4		4
13		2		2
14	1	2		3
15(a)		1		1
15(b)		1		1
16			2	2
17	6			6
18	1			1
19			2	2
20		3		3
21		4		4
22	5	5		10
<b>Totals</b>	<b>35</b>	<b>35</b>	<b>10</b>	<b>80</b>